



Autumn 1	Autumn 2 Pizzas/ Gingerbread Men	Spring 1	Spring 2 Sewing a pencil case	Summer 1	Summer 2 Moving Pictures
	<p>Key content and skills: Understand and use the basic principles of a healthy and varied diet to prepare dishes and children to understand where food comes from.</p> <p>Looking at processed v home-made food. How we are preserving food. Cooking from different cultures—Naples, Italy History of food Cost of food Savour Spices Spicy/sweet Food transport and cost of ingredients Decoration Cooked v raw Baking</p> <p>Following a simple recipe, measuring using spoons. Mixing/making a dough/kneading. Rolling and shaping. Spreading. Cutting/Slicing—bridge and claw technique Tearing Chopping, Rubbing fat into flour Cracking an egg Making a dough, rolling, cutting Baking, cooling Decorating</p> <p>Know about the importance of hygienic food preparation and storage.</p>		<p>Key content and skills: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school). When designing and making, pupils should be taught to:</p> <p>Design—Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and templates.</p> <p>Make—select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including textiles, according to their characteristics.</p> <p>Evaluate— explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.</p>		<p>Key content and skills: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school). When designing and making, pupils should be taught to: Design—Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock ups. Make—select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including construction materials, according to their characteristics.</p> <p>Evaluate— explore and evaluate a range of existing products, evaluate their ideas and products against design criteria. Technical knowledge—build structures exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms, (for example levers and sliders) in their products</p>



	<p>Use tools safely and effectively that combinations of ingredients, preparation and cooking can affect the end product. To plan the order of their work before starting That they can modify their designs by evaluating as they are making That the quality of their product will depend on their skills, accuracy and care to evaluate their product against original design criteria.</p>				
	<p>Vocabulary: home-made processed savoury dough knead passata recipe slice chopping board</p>		<p>Vocabulary design running stitch feature stitch seam user function appearance fabric needle</p>		<p>Vocabulary: user function appearance materials properties mock up levers mechanism</p>
	<p><u>Assessment against the National Curriculum</u> Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.</p>		<p><u>Assessment against the National Curriculum</u> Make—select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including textiles, according to their characteristics.</p>		<p><u>Assessment against the National Curriculum</u> When designing and making, pupils should be taught to: Design—Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock ups. Make—select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including construction materials, according to their characteristics.</p>



St Laurence's CE Primary School
Design and Technology Long Term Plan
Year: 2



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